ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001569	NA	NA

4. AUTHOR(S): Oakland Public Schools, Oakland Interagency Project, Oakland, California

5. TITLE OF DOCUMENT ABSTRACTED:
The Role of the Negro in America's Story
Book I: Africa, Past and Present

6. PUBLICATION TITLE:
NA

7. EDITOR(S):
NA

9. PUBLISHER OR SOURCE: Oakland Public Schools, Oakland Interagency Project, Oakland, California

8. PLACE OF ORIGIN
Oakland Public Schools
ORG.
Oakland Interagency Proj.
ST.
Oakland, Calif.
CITY, STATE
TELE. EXT.
INST/LOC CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	64	44

DO NOT WRITE IN SPACE BELOW

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COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: curriculum guide

16. INDEXING TERMS (6-12)

fifth grade	Negro role	Africa	Oakland Interagency Project	
Liberia	history	attitude	Oakland, California	
Negro	American history	students		
		Negro-white relations		

17. ABSTRACT (MAX. 250 WORDS)

A supplement to the present course in U.S. History at the 5th grade level is presented.

Reasons for writing this guide include the following:

1) The contribution and history of the American Negro are not covered adequately in textbooks and other instructional materials;
2) This error of omission is sometimes aggravated by errors of commission which perpetuate unfortunate stereotyping.
3) There is a lack of instructional materials on the Negro.
4) Knowledge about the contributions of Negroes to American life helps white children understand them better.
5) Since diversity is part of our country's strength and because pride as an American can be reinforced by pride in one's own particular culture, Negro children should know something about their own background and contributions.

The areas covered are:

1) Africa, including its peoples, language, government, education and history.
2) African arts including stories, poems, songs and games.
3) A discussion of West Africa including its language, foods, games and crafts.
4) A discussion of Liberia including its language and foods.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001569

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OAKLAND PUBLIC SCHOOLS

INTERAGENCY PROJECT

THE ROLE OF THE NEGRO IN AMERICA'S STORY

BOOK I

AFRICA, PAST AND PRESENT

1964

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

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THE ROLE OF THE NEGRO IN AMERICA'S STORY

As presently constituted The Role of the Negro in America's Story is organized into three booklets:

Book I Africa, Past and Present

Book II From the Beginnings to Freedom

Book III Reconstruction to the Present

The material has been prepared by three members of the Interagency School Project staff assigned to Stonehurst School: Mrs. Mary Anderson, Librarian; Mrs. Carolyn Hunter, Reading Teacher; Miss Ruth Love, Counselor (on leave from Oakland Public Schools, presently Consultant in Counseling with the State Department of Education). These three authors have given generously not only of their considerable abilities but also of their time and energy.

Support and valuable suggestions were received from Superintendent of Schools, Dr. Stuart S. Phillips, the Superintendent's Instructional Council, and the K-14 Social Studies Committee. Special appreciation must go to Mr. Colin Fern, Principal, Stonehurst School, for the enthusiastic backing and understanding he has given this effort. Mrs. Loma Reno, Secretary, Interagency School Project, must be given credit for pulling typed order out of what was often handwritten chaos.

In its present form, the booklets are presented as working drafts only. Refinements and best use of the material must depend on its being tried out in various ways by several teachers in many classrooms.

GORDON L. McANDREW
Director
Interagency School
Project

PREFACE

This guide, The Role of the Negro in America's Story, is intended as a supplement to the present course in U.S. History at the fifth grade level. Its purpose is to help teachers do a better job, particularly with reference to "learning about the ideas of various groups and individuals and their contribution to our heritage" (The Social Studies in the Fifth Grade, page 5).

We subscribe to the view that children must learn to accept and appreciate others as individuals and not as representatives of any particular group. We would oppose teaching our common history as the separate histories of such particular groups. The guide is not meant to be used as the basis for a course in Negro history. Rather it is to be integrated into the total course.

Our reasons for writing this guide, dealing with but one racial group, are several: 1) The history and contribution of the American Negro is not covered adequately in our textbooks and other instructional materials. (See Wilson's study done for ACE, 1949; Klineberg's article in Saturday Review, February 16, 1963; B'nai B'rith, The Treatment of Minorities in Secondary School Textbooks, 1961). 2) Such error of omission is sometimes aggravated by inadvertent errors of comission which perpetuate unfortunate stereotyping. 3) Lack of materials has made it difficult for interested teachers to include material about Negroes even incidentally. 4) Knowledge precedes understanding, therefore, it is important that white children know something about the contribution of non-whites to American life. This is particularly pertinent with reference to the Negro given the times in which we live, including the fact that almost half of Oakland's elementary school pupils are Negro children. 5) Because diversity is part of our country's strength and because pride as an American can be reinforced by pride in one's own particular culture, it is important that Negro children know something about their own background and the contributions which have been and are now being made by Negroes.

INTRODUCTION

Dear Boys and Girls,

Here is the story of American Negroes. The story begins in Africa. Soon after Columbus sailed to America the first Negroes came. They came with early European explorers. However, most of the Negroes were brought as slaves.

In this book you will read about life in Africa. You will also learn about the life of the Negro from 1619 to the present day. Much of the information will fit into your study of the United States.

Most of the Negroes now living in this country were born here. A small percentage are from the West Indies and South America. Still a smaller group are students from Africa.

As citizens of the United States, Negroes are Americans and their way of life is much the same as that of other Americans.

You live in a country that has many kinds of people. Each group has made important contributions. In this book you will learn about the contributions of the Negro.

Sincerely yours,

THE AUTHORS

THE ROLE OF THE NEGRO IN AMERICA'S STORY

AFRICA, PAST AND PRESENT

Chapter I The Geography of Africa

1. Peoples of Africa
2. Language
3. How Africans Make a Living
4. Government and Education
5. History of Africa

Chapter II The Arts in Africa

1. Stories
   a. Kisander
   b. A Neighbor's Bargain
   c. A Myth
2. Poems from West Africa
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Chapter III West Africa

1. Yoruba Words
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3. West African Foods
4. Games from West Africa
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Chapter IV Liberia

1. Jaimah, a Liberian Boy
2. Kpelle Words
3. Liberian Food
4. Interesting Information about Liberia

Chapter I

THE GEOGRAPHY OF AFRICA

Words to talk about

Eurasia	continent	drought	rift
vegetation	cataracts	vegetation zone - tropics	
game reserve	plateau	national park	

Books

1. Hughes - First Book of Africa
2. Caldwell - Our Neighbors in Africa
3. Leakey - Animals in Africa
4. Hughes - First Book of Negroes
5. Shackelforth - Child's Story of the Negro

Suggested visual aids

1. Screen News Digest #1, film (Oak)
2. Africa the Region (AC)
3. Study Prints (AC)

Africa! The word may have different meanings to different people. What does it mean to you? Do you think of it as a country with nothing but wild animals, savage peoples, and tropical jungle?

If so, you are wrong. First of all, Africa is not a country. It is a continent, and it is more than three times the size of the United States, including Alaska.

There are many wild animals in Africa, but there are places where few animals exist. Not all the animals you may associate with Africa are found all over the continent.

When the first white men came to Africa, they found kingdoms. Several had more than a million citizens. Some groups were "primitive," but this was not true all over the continent.

As for the jungle, it takes up only a small part of Africa. Some of Africa is desert; some is grassland; some is forest.

Read about Africa. You may learn much about a continent that has a long and fascinating history. You will realize that Africa has played an important part in the story of man. Men did not explore much of Africa until a few years ago. It was called the "dark" continent, because parts of it were unexplored. When explorers did go to Africa, they found the people were very much like themselves.

Some Africans had their own alphabets. The Egyptians had writing long before the birth of Christ. The art work and music of Africa is outstanding.

For many years Africa has stayed out of the news. Now many exciting events are happening there.

Some of the ancestors of American Negroes came from Africa. You will enjoy learning about this large continent and the contributions of its peoples to the world.

Eurasia is the largest continent on the earth. Africa is the second largest. It is, however, three times larger than the United States, including Alaska. There are about 240 million people in Africa. No one is really certain. This is approximately 50 million more people than in the United States.

Look at the map showing the vegetation zones of Africa. (Map to be added) You can see that deserts are to be found in the north and in the southwest. Much of the African continent is savanna, or grassland, with trees. There are also some forests like those in the United States.

Most of the tropical jungle is in West Africa. If you will look on the map showing the yearly (annual) rainfall in Africa, you will see why. A tropical jungle (or rain forest) needs much water.

Much of Africa is a plateau. This is land which has lifted up by earthquakes. Africa is a single rock. Some of the land is more than 7,000 feet above sea level. Much of Africa is in the tropics, but because the land is so high above sea level, heat is not a problem. Drought is more important. Rainfall is not the same from year to year.

There are only a few mountains in Africa. The Atlas Mountains in the north are the exception. Many, many years ago there was a great cracking of the earth in east Africa. These are called "rifts." Many of the cracks are now filled with water. They are called lakes.

The Congo, Niger, and Zambesi are important rivers. People use boats on them until they approach the coast. Near the coast the rivers are filled with cataracts.

Look at the map showing the products of Africa. You will see that coal, diamonds, gold, silver, iron, tin and other metals are mined. Africa seems to be rich in minerals.

About 100 years ago there were many wild animals in Africa. Today many of them are disappearing. Africans themselves started the destruction by using guns on their wildlife. There are some places where animals are protected. Some of these places are called game reserves, others are known as National Parks.

Things to Do

Africa has 11,700,000 square miles of territory.

The United States has 3,600,000 square miles.

Africa has 240 million people.

The United States has 190 million people.

Would you say that Africa has more people for each square mile than the United States? Fewer? Why?

Questions to Answer

1. Which type of vegetation covers the largest area in Africa?
2. What is necessary, besides heat, for a tropical jungle?
3. Why is drought so important in Africa?
4. Why are people unable to go all the way to the ocean in boats from the interior of Africa?
5. Name two ways animals are protected from hunters in Africa today.

People of Africa

Words to talk about

interior fossil language stock

Nigritic Hamitic

Suggested visual aids

Africa, Native Tribes, filmstrip (AC)

Africa was probably the birthplace of mankind. Almost every year scientists find fossils in Africa.

Five races have lived in Africa. Today all five are still there. Some like the Bushmen and the Pygmies have been pushed back into the interior by stronger peoples.

The little Bushmen (Bushmanoids) now live in the desert of the southwest. They have a yellowish skin and are very short. Their faces are triangular shaped. Although their skins are yellow, the Bushmen are not Mongoloids like the Chinese for example.

The Pygmies (Pygmoids) are tiny also. The men are about four feet nine inches tall. Their hair is very black, and their skin is brown. These little people live deep in the jungles of east Africa.

The Negroes (Negroids) live south of the Sahara Desert. Most Negroes are rather tall, with brown skin and eyes. Their hair is black. Not all of them look alike; some are tall and thin, others are shorter and darker.

Traces of Mongoloids may be found. They are short and have black hair. The Chinese are Mongoloid. So are American Indians. Years ago people like the Chinese visited and traded in east Africa and on the island of Madagascar. Many of them stayed.

The Caucasoids (or Caucasians) of Africa live in the north. They look very much like the people of Europe, except that they are a little shorter.

Language

On a large continent like Africa you could expect to find many languages. This is true.

In East Africa some people talk in a language called "Swahili." They use this language to talk with people who usually speak a different language from theirs. Swahili means "the coast people."

Hausa is spoken in West Africa. Hausa is used in primary grades in parts of West Africa. There are many other languages in this part of the continent.

Even neighborhing peoples in West Africa often cannot understand one another even though their tongues are all part of a language stock called Nigritic. Nigritic is one of six important language stocks in Africa.

Another important language stock is Hamitic. It is spoken all across North Africa. Moses and King David spoke languages belonging to this family.

Khoisan is the language of the Bushmen. Bushmen "click" with their tongues as they speak. You can imagine that this would sound strange to our ears.

On Madagascar the Mongoloid peoples speak the language they brought with them from southeast Asia. This is called Malayo-Polynesian.

Questions to Answer

1. In which ways are the Pygmies, Negroes and Mongoloids alike in appearance?
2. Do you think the Swahili people lived by the ocean or in the mountains?
3. Which language is used in the primary grades in some West African countries?

How Africans Make a Living

Words to talk about

classification	yam	missionary
exported	republic	primary

Suggested visual aids

Speaking of Rubber, film (Oak)

Exhibits (Oak. and OPM)

Cocoa Farmer in West Africa SF (AC)

Farming Equatorial Africa FS (HME)

How do Africans get food? Some of them hunt for it, and gather roots and berries; some fish; others raise animals; some have gardens.

Very few Africans hunt food any more as their only means of obtaining food. Most fish, whenever conditions allow it.

Pigs, goats, sheep, cattle and camels are raised. All were brought to Asia from Africa. All, except the camel, have been in Africa for thousands of years.

Most people are farmers. Many crops are raised. Look on the chart on the classification of plants. You will see that some of the information may surprise you. Bananas came from southeast Asia. They must have come with the Mongoloid peoples who visited Africa. Yams also came from southeast Asia. Maize (corn) came from America.

Africa sends some food to other countries. At present cocoa, coffee, cotton, flax, kola, oil palm, peanuts and sesame are exported.

Government and Education

Suggested visual aids

Children of Equatorial Africa, filmstrip (HME)

In olden times African children were taught at home by relatives. Boys and girls were given many little jobs. Gradually they learned the work habits of the group.

There was time for play, too. The boys and girls played many games and learned songs.

When they became older, they were taken into the group as grown-ups. Great feasts were held at this time.

In many of the villages people still teach the children in the same way. All of the people of the village own the land together. The elders, or older people, rule the village.

In the cities life has changed. Some of the changes are good; others may not be.

Africans are trying to solve their new problems. Now they are using their governments, something they have not done before. Many countries formerly belonged to nations in Europe. Now there are a number of free countries. More and more are being freed by their European masters.

Liberia is the oldest republic in Africa. It was created in 1847. Among other independent nations are Libya - 1952, Guinea - 1958, Cameroon and Togoland - 1960, and Kenya - 1963. There are others.

The first people to bring European education to Africa were the Portuguese. They started missionary schools during the sixteenth century. The churches have operated most of the African schools up to today.

Other groups (such as the United Nations) outside the country are beginning to help the Africans with their educational problems. Many children go to primary schools; few go to high school. More than 100 million people can neither read nor write.

Questions to Answer

1. Which animal is the newest in Africa?
2. Beside the name of the food show where it came from originally (look on the food chart).

   okra

   eggplant

   pumpkin

   fig

   sugar cane

   coffee

   rice

   wheat

   radish

   melon

3. Look on the map showing the products of Africa. In how many places are the following products shown:

   coffee

   dates

   peanuts

   corn

4. Where was school held in the old days in Africa?
5. Who started the first missionary schools in Africa?

History of Africa

Words to talk about

Egypt	Ethiopia	Arabs	Kush
Romans	Chinese	source	colonies
independent			

Scientists found many exciting discoveries of fossil bones in Africa. In 1960 some bones were found. They may be more than a million years old.

Egypt has given us the best picture of people who lived long ago. By 6000 B.C. the Egyptians were hard at work growing crops. Soon they would be building pyramids, statues, and huge buildings.

By 500 B.C. Ethiopia became a very important nation. It was called Kush then, but you can tell that it is an old country. It is still a nation today.

Many peoples have visited Africa. The Romans came. The Chinese came. People from southeast Asia came bringing seeds with them - important seeds. One seed was rice. It is widely planted in parts of Africa today. The Arabs came, too. They brought their religion with them. The Arabs did much trading, as they moved from place to place.

About 1000 A.D. the kingdom of Mali rose in power. Between 1493 and 1528 the University of Timbuktu was a center of learning.

In 1375 a map of North Africa was made by a mapmaker. This map must have been very interesting, because many European countries sent explorers to Africa.

Prince Henry, the Navigator, of Portugal wanted his country to be rich and powerful. In addition he was fascinated by the stories he had heard about Africa. He encouraged Portuguese seamen to explore the African coast. They searched for territory, gold, and slaves. The first slaves were sent to Portugal.

Explorers continued to explore the coast of Africa. Many explorers came to Africa. Bruce looked for the source of the Nile. Livingstone discovered the Zambesi and Victoria Falls Lakes. Many others came; many changes took place.

Liberia became the first African republic. Many Europeans came into Africa. Many of them took parts of African territory for their native lands. They were called colonies.

After World War II the nations of Africa became restless. Many asked for independence from their European colonists.

Libya became independent in 1952. Tunisia and the Sudan became free in 1956. Many others have become independent; many more will soon be.

Questions to Answer

1. When the Romans, Chinese, and southeast Asians came to Africa, did they usually come by land or by sea? Why?

2. What exciting event took place in 1375?

3. What were the Portuguese seamen searching for on their first trips to Africa under Prince Henry?

4. Look at the chronology table in the back of the book. Who discovered the Cape of Good Hope in 1487? Where is it?

5. Look at the chronology table again. Which country, besides, Liberia, had a settlement to help ex-slaves? When?

Chapter II

THE ARTS IN AFRICA

ords to talk about

culture	sculptor	Benin	Yoruba
craftsmen	spirit	realistic	discard
rock shelter	fiber	bronze	Kalahari Desert

ooks

Courlander - The Hat Shaking Dance

Courlander - Terrapin's Pot of Sense

Whiting - Negro Folk Tales

Woodson - African Myths

Remember that Africa is a continent. It has a population of 240 million people and more than 11 million square miles. There are more than 50 countries in Africa. Some of them are old - like Egypt, with a culture dating back many thousands of years. Some are "new," having been recently born as newly free nations. There are many types of people in Africa - Hamites, Bushmen, Dutch, English, Negroes and Orientals. With so many different types of people art is certain to differ wher-ever you go.

Before the white man came to Africa, many groups of people were living there. They worked and played. They made works of art, many of which are valued today.

Some of the groups of people, i.e., the Benin and the Yoruba of West Africa, were excellent sculptors. Even today there are many good craftsmen among them. Besides statues the artists make masks. These may be of wood, leather, metal, or other materials. Quite often masks are of wood.

Among some peoples in Africa there is a belief that everything has a spirit. When a boy or girl reaches a certain age, he may take part in a ceremony. In the ceremony he may wear a mask. The mask represents the spirit of his childhood which he is discarding. When the ceremony is over, he may throw away the mask also. In such a society the sculptor is an important man.

During the mineteenth century the Bushman of south Africa made many rock paintings. They were realistic and beautiful. Today, they can be found in certain rock shelters in their former territory. These little hunters were driven from their old homes first by Africans, then by Europeans. The white man's gun and his fences have helped to push these little men into the Kalahari Desert. They no longer paint. They no longer remember how. There are few rock shelters in their present territory.

Among some peoples fibers from the palm tree are used for weaving. Cotton, of course, has been grown and woven in Egypt for many thousands of years. It is now grown in other parts of Africa also.

Clay jugs and jars are made in many places. There is much bronze work, as well as work in leather.

Africans love music. Singing is a part of their everyday life. Professional musicians were trained in many towns. Africans used music to encourage warriors to fight bravely. They held "sings" before hunting and fishing trips and before crops were planted.

Not all musicians were professional. The audience enjoyed singing right along with the trained musicians.

The love of music has encouraged Africans to make musical instruments. The oldest rhythm instrument may be the African drum. Rattles made of gourds, filled with beans, stones or shell were also used. Africans had trumpets of horn, reed, wood, and ivory. They were among the first people to use stringed instruments.

The marimba was invented in Africa. The harp has been known in Africa for centuries.

Writing in North Africa has been known for thousands of years. Among the tribes ho had no written language the story-teller was, and is, a man of importance. He ay travel from village to village telling stories and bringing news.

Early people all over the earth were not able to explain their ideas of creation y scientific means. They invented stories to explain how the earth began. They nvented stories to explain other natural happenings. They invented some stories just for fun. These tales are called folk tales. Africa is rich in folklore.

Questions to Answer

1. Name two groups of people in West Africa who were good sculptors.
2. Why does a child in Africa throw away his mask sometimes?
3. Explain why you think cotton is not new to Africa.
4. How have Africans shown that they really do love music?
5. List three reasons for inventing stories told about in your text. Can you think of a fourth or fifth reason?

Some Stories You Will Like

One of the most famous characters in West African folklore is Anansi, the Spider Man. Read about him and the story of "A Neighbor's Bargain." Both are tales from Anansi, the Spider Man.

Who as Anansi? He was a man and he was a spider. When things went well he was a man. When he was in great danger he became a spider, safe in his web high up in the ceiling.

Anansi's home was in the villages and forests of West Africa. From there thousands of men and women came to the islands of the Caribbean. They brought with them the stories and today the people of the islands still tell about Anansi and his friends.

"Kisander"

Kisander was a cat. Anansi and Mouse were afraid of Kisander. She could see in the dark. She could walk so swiftly and softly that no one knew when she was coming. Anansi and Mouse feared Kisander's sharp teeth and claws and her eyes that shone in the dark.

Kisander had a dokanoo tree and the tree had lovely fruit on it. Anansi and Mouse both loved the fruit. Whenever they strolled past Kisander's garden, they wondered how they could get some of the fruit. Kisander was proud of the tree. In the mornings she would go out with a hoe and dig around the roots of the tree to make a little gutter. She filled the gutter with water and her fruits grew large and sweet.

One evening Mouse said to Anansi, "Have you seen the dokanoo tree in Kisander's garden?"

"Yes," said Mouse. "The fruit is ready to be picked. My mouth waters every time I think of them."

"Mine also," said Anansi. "Couldn't we just creep in Kisander's yard and pick some, Brother Mouse?"

Later that night, about 9 o'clock, Anansi and Mouse stole out of their houses. Quietly they crossed the gully and crossed the field. They crawled under the hedge and into Kisander's garden.

Anansi said, "Mouse, I will go up in the tree and knock off the fruit. You stay at the bottom of the tree. If you hear anyone coming, call out to me."

So Mouse stayed at the bottom. Anansi climbed to the top of the tree, where the fruit grew. His eyes grew accustomed to the darkness and he could see the fruit very clearly. When he looked down, he could see his friend Mouse turning his head this way and that, on the lookout for Kisander.

Slowly and carefully Anansi crawled out on a branch. He drew a knife and cut the stem. The fruit fell with a "boof" to the ground. Mouse and Anansi waited breathlessly.

Kisander asleep, was awakened by the sound and said, "What's happening to my fruit? The breeze must be stronger than when I went to bed." Then she turned over and went to sleep.

Anansi crept out further along the branch. He drew his knife and cut an even heavier fruit. "Boof" it fell to the ground.

Kisander awoke and said, "I must go see what is happening to my fruit."

Kisander came to the door of the house. Her eyes shone in the darkness, Mouse knew he must warn Anansi, but he dared not use his name, because Kisander would find out who was picking the fruit.

"I will call him ceiling Thomas, because he is a spider and walks on the ceiling." So he sang out:

Kisander, Kisander,

Ceiling Thomas, run oh!

Ceiling Thomas, run oh!

In a flash Mouse was through the hedge and away. Kisander came toward the tree, looking here and there, but she could see nothing except the three dokanoos on the ground.

Kisander said, "This is the first time I've ever seen dokanoos fall off a tree all by themselves and with their stems cut by a knife."

Anansi was still up in the tree, hiding behind the leaves when Kisander went back into the house with the fruit he jumped off the tree with a "boof." Kisander hurried back to the garden and looked all around. No - there was no more fruit on the ground.

"That's odd," said Kisander. She never found out what made the last "boof."

A Neighbor's Bargain

Zambi and Seleus were neighbors. One day Seleus borrowed Zambi's elephant to use in his work.

The following day Seleus returned to Zambi's house, explaining that the elephant had died in the field. Zambi was very angry. He insisted that Seleus return his elephant. He wanted no other. If Zambi did not, he, Seleus, would kill him.

Seleus went sadly home. When he arrived, his wife met him at the door. Sorrowfully he explained what had happened. His wife told him to go get Zambi.

While Seleus was fetching Zambi, Seleus' wife put her best water jug by the door of their house. When Zambi entered the house he knocked over the jug. Immediately it broke into many pieces.

Seleus' wive began to cry bitterly. Zambi explained that he was sorry and that he would replace that water jug.

Seleus' wife screamed, "No, no! I want only that jug. If you cannot replace it, I will kill you."

At once Seleus guessed the trick. So he and Zambi made up, and were good friends ever after. * * *

Like peoples the world over, Africans enjoy stories that explain the world around them. Like other people they made up such stories to explain things they did not understand. Here is such a story, a myth, from West Africa. Read it, and tell what it explains.

The hippo, . the pig king on land, would not tell his name. He did not live in the water then. He was in the habit of calling a big feast from time to time.

One day he gave a big feast for all the animals. Just as the animals were ready to sit down to eat, he said, "If you can't guess my name, you cannot eat."

All guessed - but wrong, of course. The tortoise asked what would happen if someone guessed next time. Hippo said that he would then leave the land and live in the water.

Tortoise slyly crept along the road one day, hiding himself in a hole. Soon hippo and his wife came by. The wife stumbled over the tortoise, and said, "Oh. Isantim, my husband, I have hurt my foot."

The tortoise was very happy. At the next feast the hippo said, "If you cannot guess my name, you cannot eat."

The tortoise said softly, "Yes, Isantim."

The hippo said nothing, but after dinner he went into the water. Since that time he lives in the water during the day, coming ashore only at night.

* * *

Here are some poems and songs from West Africa.

Poems

The Moon

From the window of my hut
Majestic beauty wings the sky,
Some people call it nature
In awe I call it God

The Leopard in the Cage

I fear the leopard in the cage
Midst fleeting landscape in the bush,
His eyes I see are red with rage
From bondage of the years untold.

Ebony Dust
Bai T. Moore

Republic of Liberia, 1963

Songs

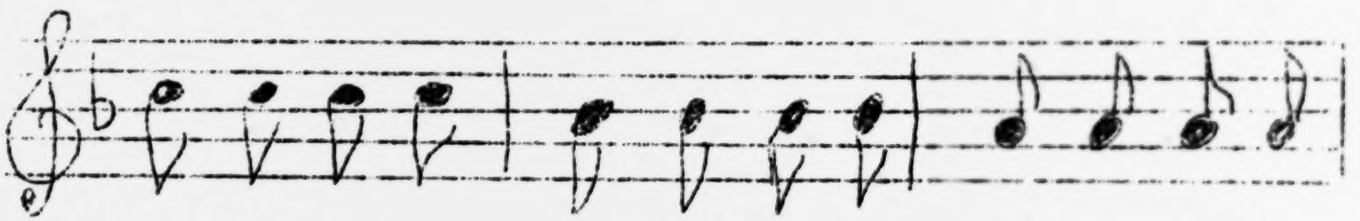
EV'RYBODY LOVES SATURDAY NIGHT

(Sierra Leone)

Ev' ry bo-dy loves Sat-ur- day night

Mo - fe mo - ni s'mo ho gbe ke

(Mawfay monee s'maw haw be-kay.)



Ev' ry bo-dy ev' ry bo-dy ev' ry bo-dy

Mo-fe moni, mo-fe mo-ni, mo-fe mo-ni

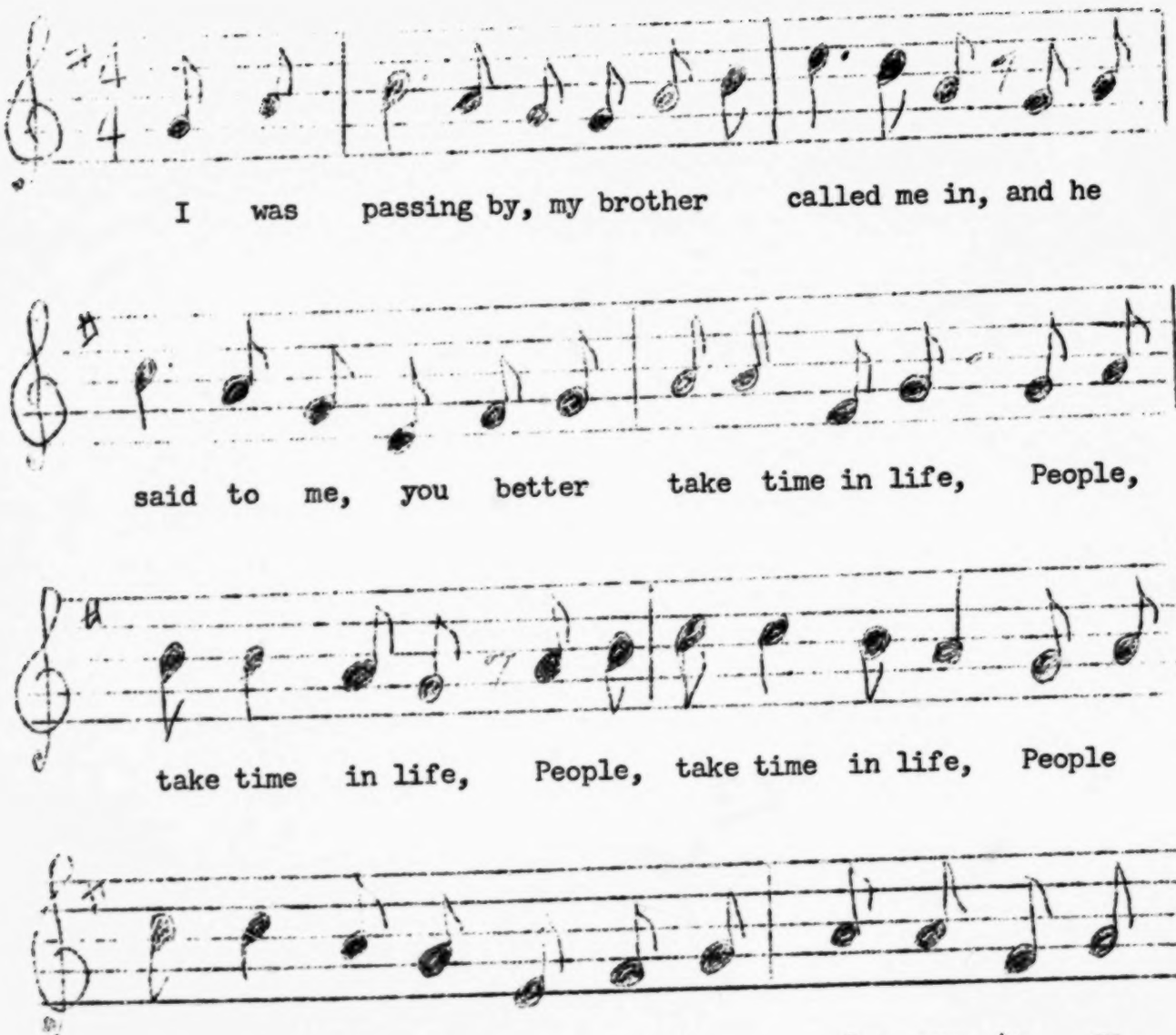
Ev' ry bo - dy ev' ry bo-dy loves Saturday night.

Mo- fe moni, mo-fe mo-ni, s'mo ho gbe - ke.

(Sung with flow of vowel sounds unbroken as possible, without losing consonants completely. With easy intensity and marked swing of rhythm.)

TAKE TIME IN LIFE

(Liberia)


I was passing by, my brother called me in, and he
said to me, you better take time in life, People,
take time in life, People, take time in life, People
take time in life, cause you got far way to go.

(More words to the music on next page.)

Take Time in Life

(Liberia)

I was passing by, My brother called me in,
And he said to me, You better take time in life,
People, take time in life,
People, take time in life,
People, take time in life,
Cause you got far way to go.

I was passing by, My uncle called me in,
And he said to me, My nephew, take time in life,
Nephew, take time in life,
Nephew, take time in life,
Nephew, take time in life,
Cause you got far way to go.

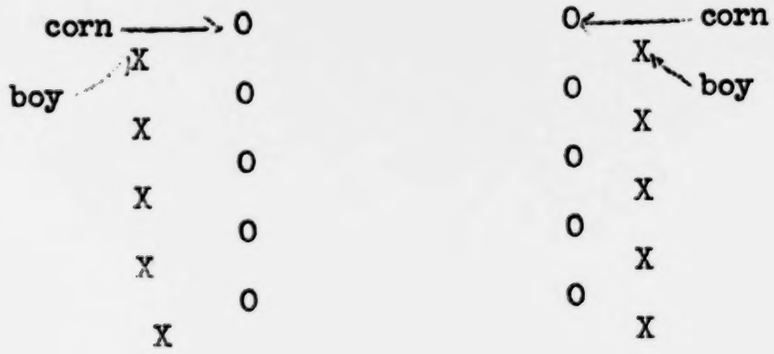
I was passing by, Some people called me in,
And they said to me, My young man, take time in life,
Young man, take time in life,
Young man, take time in life,
Young man, take time in life,
Cause you got far way to go.

Children's Games

Children in Africa run races, play hide-and-seek, and horses, as do children in the United States. As children grow older, boys are separated from girls. Girls try to imitate their mothers by playing house, perhaps with corncob dolls.

Boys play games very much like those played by boys in this country. Few toys are bought at stores, however. Toys are either made at home or improvised.

Here is a boys' game from West Africa, in which the boys try to knock over the corn cob of the boy who is directly across from him



Things to Do

1. Try to imagine how the fruit from a dokanoo tree tastes. Try to describe it. Is it sweet? Does it taste like watermelon, apricots, or some other fruit? Is it sour or sweet?

2. Try to find more about the dokanoo tree. Where will you look?

3. Can you find a story in the library about Anansi? Take it home. Read it to your little brother or sister.

Chapter III

WEST AFRICA

Books

Niven - The Land and People of West Africa

Caldwell - Let's Visit West Africa

Suggested visual aids

Cocoa Farmer in West Africa, FS (AC)

Living in Central Africa, Congo and Guinea Coast, FS (AC)

Tales From West Africa, Ashanti Folk Tales - Record

Look at a map of Africa. Can you find West Africa? Most Negroes in our country came from West Africa. You can learn to better understand the Negro in America if you understand life in West Africa.

Most people in West Africa are farmers. Cocoa, cassava, and palm products are important. Rice and corn are grown in places. The banana came to Africa from southeast Asia. It is used and enjoyed all through the tropical forest zone.

Many people live in the coastal plain of the tropical zone. On the grassy plateau in back of the coast cattle are raised. These cattle are resistant to the sleeping sickness which is common on the plateau. Cattle are more important in East Africa than West Africa, however. Goats, sheep and chickens are raised in some places.

There are many interesting animals in West Africa. Among these are the gorilla, chimpanzee, and several varieties of monkeys. You must have seen a chimpanzee in a zoo. The male is about five feet tall and may weigh one hundred forty pounds.

A large reptile, the crocodile, is found in some of the rivers. He eats fish, animals, and - oh, yes! - people too, when he has an opportunity.

There are many small mammals in West Africa. Bats eat mostly insects. There are many different varieties in West Africa. You would see shrews, squirrels, pangolins, flying squirrels and many more animals, if you watch closely.

Work is sually divided between men and women. Men and women usually work separately. There are special sections of the village for potters, dyers, weavers, and other craftsmen.

Money may be used in trading, but often shells are used instead. Women do much of the trading.

Most people in West Africa still live in villages. A number of related families live in houses grouped around a central open space.

The older people hold the highest positions in West Africa life. Law and order may be kept through secret societies. The names of the members are not secret. The ritual is the secret part, just as among fraternal organizations in our country.

West Africa is noted for its sculpture. Stone, wood, ivory, bronze, gold and copper are used. Many of the pieces of sculpture have been taken from West Africa. Some of the leaders of these countries are trying to recover these pieces for their own museums.

Long before Columbus discovered America there were kingdoms in West Africa. By 300 A.D. in a kingdom of Ghana (Songhai) people were planting crops, raising cattle, and mining gold. Their largest town was a center of trade. From faraway countries came sugar, wheat and cloth. Gold, ivory, and rubber left Songhai in exchange for these goods.

About 1000 A.D. a new kingdom, Mali, rose. In 1235 its king, Sundiata Kieta, conquered the Songhai kingdom. In 1324 when its king, Gonga-Mussa, took a trip, he had 500 servants with him. On each of their heads they carried a slab of gold! In all, 60,000 people went with him.

The best known city in the Mali Empire was Timbuktu. It was a trading center. In addition, a famous university was located there.

About 1469, Sunni Ali, the ruler of a new Songhai Kingdom, conquered Timbuktu. Now Timbuktu became even more famous. Askia Mohammed, one of the kings, turned Timbuktu into an even greater center of learning.

It did not lose its glory until 1591. Then it was conquered by the Moors. Since that time, Timbuktu has been almost forgotten.

Yoruba Words

Here are some words you might enjoy learning. They are Yoruba words. The Yoruba people live in Western Nigeria. They are known for their sculpture.

Numbers

1 - okan
2 - eji
3 - eta
4 - erin
5 - arun
6 - efa
7 - eje
8 - ejo
9 - esan
10 - ewa

Clothing

hat - fila
shirt - seti
trousers - sokoto
blouse - buba, ew-oke, obirin
shoes - bata

Food

meat - eran
fish - eja
milk - ware
bread - buredi
sugar - suga
salt - iyo
soup - obe

Family

father - baba, papa
husband - oko
man - okunrin
mother - iya, mama
wife - iyawo, aye
son - omokunrin
daughter - omobinrin

Other Words

Yes - beni no - beko please - jowo thank you - adupe ese
How are you? - Se alafia ni? I am well. - Alfia or adupe.

Questions to Answer

1. Is the bat a friend to man? Why?

2. Why are the West African leaders trying to recover their sculpture?

3. What two features made Timbuktu famous during the reign of Sunni Ali?

4. In which modern country is Timbuktu (Timbuctoo) located?

Things to Do

1. Look up information on some type of bat. Try to find about an African bat. Draw pictures to tell the story, like a comic strip.

   For your first picture, you could tell that the bat is not a bird. What is it?

The bat is not a bird.							

2. Look up more about sleeping sickness. Can you find where it is found in Africa?

3. From some of the pictures you can find in books, draw the pattern you might find on a piece of cloth, or on an ivory carving from West Africa.

4. Write a menu for a meal. Use only foods you would find growing in West Africa. Include a grain, fruit, meat or fish, and something to drink.

5. Look up interesting West African animals. Do the same as in item #1.

6. Write to one of the embassies or consulates for more information on any of the western African countries. Some addresses are given below:

   Embassy of Chad, 2400 Sixteenth St., N.W., Washington 9, D.C.

   Congo (formerly Belgian), United Nations, New York, New York

   Congo (formerly French), 2120 Bancroft Place, Washington 8, D.C.

   Dahomey, c/o United Nations, New York, New York

   Embassy of Gabon, 4900 Sixth St.,N.W., Washington 11, D.C.

   Embassy of Ghana, 2139 R Street, N.W., Washington 8, D.C.

Embassy of the Republic of Guinea, 2112 LeRoy Place, N.W., Washington, D.C.

Liberian Consulate General, 55 West 42nd Street, New York 26, New York

Embassy of Mali, 2131 R Street, N.W., Washington 8, D.C.

Embassy of Niger, 2913 Q Street, N.W. Washington 9, D.C.

Embassy of Nigeria, 500 DuPont Circle Building, 1346 Connecticut Avenue, Washington 6, D.C.

Embassy of Senegal, 2112 Wyoming Avenue, N.W., Washington 8, D.C.

Embassy of Sierra Leone, 519 DuPont Circle Building, 1346 Connecticut, N.W., Washington 6, D.C.

Embassy of Upper Volta, 5315 Colorado Avenue, N.W., Washington 11, D.C.

7. Be an expert for two weeks (or more). Look up on information about the free nations of West Africa. Use magazines. Use the yearbooks for the encyclopedia. Report on your findings to the class.

8. Locate the nations of West Africa on a map. Label them.

9. Read about some of the leaders of the West African nations. Report on them to the class.

10. Ask your teacher to play some of the records of tales from West Africa in the kit. (Ashanti Folk Tales and Tales from West Africa)

11. Read some of the books in the kit with folk tales from West Africa. Retell or read them to your class.

12. Write for this information on West Africa:

    a. Pan American Airways, "By Flying Clipper to the New Nations in Western Africa," 1960, 12 pp., including suggestions to teachers. Free.

        Pan American World Airways System
        28-19 Bridge Plaza North
        Long Island City 1, New York

    b. Booklets on the Central African Republic, Chad, the Congo, Dahomey, Gabon, the Ivory Coast, Mauritania, Niger, Senegal, and the Upper Volta are available from:

        French Information Office
        972 Fifth Avenue
        New York 21, New York

13. Form committees. Ask your teacher to let each committee use some of their materials to put up bulletin boards.

Becoming a Specialist

CONGRATULATIONS: You are about to become a specialist. You have been assigned a subject to study and report upon. You may find many sources of information - the world is full of books and people from whom you can learn a great deal. By looking through books, magazines, etc., or by asking your teacher, the librarian, or perhaps your parents, you will be able to gather much information. When you have finished looking up all the material you can find on your subject, you will probably know more about it than anyone else in your class, and probably anyone else in the whole school. You then become a specialist on your subject, and you have something to tell the rest of the class.

After you have gathered all the information you need, start thinking about how you will present your report to the rest of the class. You will be limited to five minutes, so keep this in mind.

Making your report interesting is very important. Everyone wants to hear you speak, but they will also want to see what you have done. There are many ways to show them. Here are some ideas:

Pictures, photographs, drawings, maps, models of people, and places and things, or a diorama.

After you have done your research and chosen your materials, ask yourself these questions:

Is my information accurate? Do I know my subject well? Is my report interesting? Is my display attractive and interesting?

Here are some things to remember when you are speaking before the class:

Speak in complete sentences. Look at your audience and speak with a clear voice so that everyone can hear and understand you. Finally, perhaps you would like to make up two good questions to ask the class after you have given your specialty report. GOOD LUCK - HAVE FUN!

West African Foods

The recipes here are from Nigeria. The foods often used in Nigeria are palm nuts and oil, rice, yams, and potatoes. Meat is eaten but the supply is not very plentiful. The fruit and vegetables we use are also used in West Africa.

Almond Nouget

1/2 lb. sugar 4 tsp. water 1/2 cup honey

1 package almonds

Boil water and sugar over a low flame for about five minutes. Add honey, boil until the mixture is golden brown. Remove from fire and stir in nuts. Let cool slightly. Pull. Cut into pieces. (This confection is sold on the streets by vendors in Nigeria.)

Joloff Rice

(This dish is included in the meal at the Christmas ceremonies among the Christian families in Nigeria.)

1/2 lb. meat
1 scant cup brown rice
8 tomatoes
6 onions
2 tsp. oil
1/2 tsp. ground pepper
dash white pepper
3 cups water

Wash, cut meat into small chunks. Heat slowly to boiling point in salted water. Boil 10 minutes. Fry onions and four tomatoes. Add them, with pepper, to meat. Simmer for 1½ hours, or until meat is soft. Wash rice and boil in salted water. When cooked, add the remaining tomatoes to meat. Stir well and cook together for ten minutes. Serve with boiled peas or mashed beans. Serves two.

Palm Oil Chop

2 lbs. beef, cut into chunks

2 large onions

1 small cooked chicken, boned and diced

1 tsp. salt

1 - 10 oz. pkg. fresh spinach

1 lb. unsalted peanuts, mashed

1½ cups palm or peanut oil

1 small can tomato paste

pepper to taste

Put beef and onions in pot with salted water to cover. Cover and cook for 45 minutes. Put one cup oil into frying pan. Add beef mixture. Fry for five minutes. Put back into pot. Add spinach and tomato paste. Sprinkle peanuts over all. Add one cup water, ½ cup of oil, salt and pepper. Cover, cook over medium flame for 20 minutes. Serve over rice or mashed yams.

Games From West Africa

Blindfold Horse Game

Any even number

The players are divided into pairs. One becomes the horse, the other, the rider. The horse is blindfolded, but the rider is not. A course is laid out with barrels, tin cans, or sticks, representing gates through which the competition must race. The rider may not speak, but must guide his "horse" through the gates and around the course, with one hand only, either by tapping him or pulling his ear, or any other signal arranged between them. The first couple to reach the finish line wins.

Jumping the Bean Bag

15 Players

Equipment: a bean bag and a length of rope.

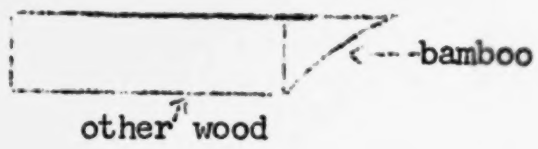
Players stand in a circle, with one player chosen as "it," in the center. "It" holds the bean bag, tied to the rope, which he swings round and round, gradually letting out the rope until the players have to jump to avoid the bag. Any player who is hit either by rope or bag is out of the game. The winner is the last player left in the circle.

Crafts from West Africa

Masks are made by boys in Nigeria. They mold a face of clay. Then they plaster the mold with a whole piece of paper, treated with a pasty substance. The paper takes the imprint of the mold and dries as a mask. They use masks in imitation of adult masks, especially dancers.

Bows and arrow are made of flexible tree branches. The arrows are of bamboo sharpened to a point.

Pens are of bamboo sticks. They are sharpened; then fitted into another stick.



Brooms are made by pushing palms very tightly, through an empty tin can that has had the lids removed. (You can use pine branches.)

Musical instruments to make

Metal Shakers

Material needed: small tin boxes of the type used for bandages, or typewriter ribbons, beads, pebbles, sand, rice, or dried peas, beans, household cement. Enamel.

Directions:

1. Put pellets into boxes until you have a pleasing sound.
2. Seal top closed with cement. Let dry.
3. Paint box with enamel. Let dry. Decorate as you wish.

Chopping-Bowl Drum

Materials: Wooden chopping bowl. Shellac. Drumhead. Thumbtacks. ½" dowel rod about eight inches long for drumstick. (You may use chamois skin for the drumhead. If you use an inner tube, you do not need to soak the drumhead.)

Directions:

1. Shellac bowl; let it dry.
2. Drill two fingersized holes through the bottom of the bowl for holding and for better sound.
3. Cut drumhead 2" larger than the bowl.
4. Soak drumhead for 30 minutes in tepid water.
5. Stretch wet drumhead over face of bowl. Imagine that the bowl is the face of a clock. To hold drumhead, insert thumbtacks at 12, 3, 6 and 9, pulling drumhead tight as you do this. Continue tacking in crosswise fashion. Make sure the drumhead is tight. Hammer tacks in firmly.

To use - hold bowl by finger holes and beat with dowel-rod drumstick.

Chapter IV

LIBERIA

Words to talk about

commonwealth	haven	technician	okra	millet
thatch	manioc	plantain	papayas	kola

Suggested visual aids

Slides on Liberia (in kit)

Maps (in kit)

Look at a map of Africa. Look for Liberia. It is located in Western Africa along the southwestern Ivory Coast.

It is a small country, but it was the first African republic. In 1847 it was created through a treaty with some chiefs. The American Organization purchased the land as a haven for freed slaves.

The government is modeled after the United States government. Its flag is red, white and blue, but it has only one star.

The United States gives help to Liberia. Many agricultural, public health, educational and other experts go from the United States. Each year the United States gives assistance to Liberia of more than one million dollars.

The port of Monrovia has been modernized by American engineers. Monrovia is the largest city in Liberia, as well as being the capital. The population is about 10,000. It was named for James Monroe, a United States President. There are several other towns. They are very much like our western cities. The people speak our language. You would feel very much at home in a Liberian city.

Many Liberian students come to the United States. There are many Americans in Liberia. They serve as technicians, teachers, and missionaries.

Throughout Liberia rainfall is heavy. This is the zone of the tropical rain forest. You might see banana trees growing.

We are going to leave the coast. Our trip will take us to the village of Kpelle. It is near the Nuon River about 100 miles from Monrovia, near the country of Sierra Leone. To reach the village you travel on a dirt road. Most of the roads between villages are unpaved. They must be smoothed over after a heavy rain. The rain is heavy in Liberia.

Some of the village houses are round; some are square. They are of mud, with a thatch roof. The floor is of pounded earth. The houses are built around a central plaza.

Rice is grown near the village. Other crops include cotton, okra, millet, beans, manioc and peanuts.

Fishing is important in this village. Cattle are kept, but they are not milked. You might see goats, sheep, dogs and chickens, but no horses, donkeys, pigs, or bees.

The chief and elders are highly respected. They rule the village.

There are a number of "secret societies" in the village. Both men and women may belong to a society, but each group is separate. They use a special language during their meetings, so that outsiders will not understand what they are saying. The secret societies help keep law and order in the village, like our police force.

People in the village of Kpelle speak the Kpelle language. This is a branch of Nigritic. Some of the people are able to speak English.

Would you like to spend a day in this village? The following story will tell you about Jamiah, a Kpelle boy, and his daily life.

Jaimah, a Liberian Boy

It is early morning in the village of Kpelle. The sun will soon be rising above the nearby hills. Today will be sunny.

In the village everyone is awake. The roosters begin to crow just as soon as the first rays of light peek out above the hills. Soon no one could sleep.

The village people rise early also, so that they can work before the heat of the day.

Feeding the animals is an early morning job. Goats, sheep, and cows are kept. Most villagers own some animals, which they hold in wooden corrals outside the houses.

Jaimah wakes early each day. He jumps quickly out of his bed. His bed looks like your bed, but there is not much other furniture in the house.

Machine-made furniture is expensive. Many villagers have their tables and chairs made by workmen of the village. Every village has its craftsmen.

After washing, Jaimah eats a meal of plantain and tomatoes. Then he goes down the earth road, on his way to school.

Jaimah goes home for lunch. Today he will eat rice, spinach stew, and fresh pineapple. For dessert he may have a delicious tart, or a doughnut, rolled in sugar.

School starts at 7:30 in the morning. At 10:30 the children have lunch. Then they play games on the school yard until 11:30. School is dismissed for the day at 12:30.

The village school consists of kindergarten through grade eight. In each class are about twenty children. All children learn to read and write both Kpelle and English.

Many older people are unable to read and write. Instructors go from house to house, teaching all who wish to learn.

Jaimah is in the fourth grade. He studies the same subjects as children in the United States. At recess time he plays games too. For twenty minutes each day he plays games with the children in his class. The rest of the time he studies arithmetic, spelling, reading, sciences and history.

Whenever an adult enters the classroom, the children all rise. They say "good morning," or "good afternoon" before sitting down.

Jaimah's long vacation begins in November. It lasts until March. The weather is very hot during this season.

Jaimah wears light clothing. His clothes are light and airy. The temperature is 100° almost every day. The air is humid always. The weather seems warmer than it is, because the air is so humid.

Rainfall is heavy in Kpelle. On the coast, about 200 miles away it is even heavier. Sometimes the villages on the coast have rainfall of 180 inches a year, but Kpelle receives only 70 inches. Still, it has a lot of rain.

From November until July is the dry season. You would think it was still the "rainy" season, but it is not. The rain that falls during the "dry" season is very soft. During the wet season the rain pours down in great sheets.

Today Jaimah is going to walk with his friend Anha to see the rice fields. He will wait until late afternoon because the weather is hot until then.

On his way home he looks at the banana tree outside the door of his house. His house is made of mud, covered with grass. All the houses are placed near a central plaza. The village formerly had a wall all around the outside. That was in the days when other villages sent warriors to attack Kpelle. Now all the villagers are more peaceful. A wall is no longer needed.

Soon Jaimah is ready for his walk. People in Kpelle walk almost everywhere. Some automobiles are to be seen, but there is only one railroad line in all of Liberia. It is only 43 miles long. Monrovia has a modern airport, but many people in Kpelle have never seen an airplane, train, or auto.

Jaimah puts on his bgab'ele (hat). He and Anha walk past the banana tree, to the papaya orchards. The papayas are almost ripe. Jaimah will watch them carefully. He enjoys eating papayas.

On the way they pass the men picking nuts on the kola plantations. You have tasted kola. It is used in flavoring cola drinks in our country. They count the men as they walk by.

"Tan, veele, zaaba, nan, noli, meda, mefeele, mesaaba, menan, puu." There are ten in all.

The men shout and wave as the boys walk by. One of the men is the father (nan) of Anha.

Vegetable gardens and orchards are near the village. The rice fields are about three miles from the village.

Kpelle villagers eat much rice. They eat it almost every day.

Jaimah and Anha notice that the sun is sinking in the west. They turn around and return home. Darkness does not fall until about eight o'clock. The boys may have time for a game with their friends before bedtime.

Kpelle Words

Here are Kpelle vowels: a e i ɔ (said like a in cat) o u

tan

veele (pronouce e)

zaaba (with closed mouth)

nan

nɔli

meɛaa

mefeele

mesaaba

mendan

puu

hat - gbábele
shirt - sere
trousers - gbele
blouse - sere
shoes - gɔlɔ

daughter - ńoneni
father - nán
husband - mbón
man - sulɔn
mother - née
wife - mbón
son - nonsulɔn

meat - suá
fish - zolei
milk - niniya
bread - kpoló
sugar - suga
salt - gbolo

yes - owei
no - kpa
please - neya
thank you - I sere
How are you? - I kɔlɔi ponoi?
I am well - Ng ɔlɔ ponɔ.

Liberian Food

Jollef Rice

1 frying chicken
1 cup Uncle Ben's rice
1 cup olive or salad oil
2 medium onions
1 bell pepper
1/2 lb. ham
1/2 can (6 oz.) tomato paste
1 package mixed vegetables
1 tsp. salt
1/4 tsp. salt
1/4 tsp. black pepper
2 cups water

Using one cup olive or salad oil in a large skillet, brown chicken, cut in pieces and season with salt and pepper. Add two onions and bell pepper, chopped fine. Add two cups of water and 1/2 can tomato paste including one cup of rice. When this reaches a full boil, add ham cut in small pieces, cover and simmer. Cook 20 minutes. Then add package of mixed vegetables, cover and cook for 10 minutes or until vegetables are tender.

This recipe courtesy of Mrs. Irene Swann, Jaimah's sister.

Interesting Information About Liberia

Liberia - The word means "free."

Government - The first government, formed in 1839, was a commonwealth.

Thomas Buchanan, a white man from Pennsylvania, was the first governor.

In 1847 Liberia became an independent republic.

Organization of the government -

Senate: ten members elected for six years.

House of Representatives: 31 members elected for four years

President: elected for eight years (may be re-elected for four years)

Flag - It has six red and five white stripes. It has one star.

National motto - The love of liberty brought us here.

First elected president - Joseph Jenkins Roberts (1847).

President - President William V. Tubman (first elected in 1943).

Area - 42,870 square miles

Population - 2,750,000 (estimate by the government).

Rainfall -

On the coast - 180 inches a year

Inland plateau - 70 inches

Rainy season - May to October

Capital - Monrovia, population 10,000.

Official language - English

Questions to Answer

1. In which vegetation zone is much of Liberia located? (Look on the vegetation map.)
2. Why was Liberia created?
3. How is the Liberian flag different from the United States flag?
4. Tell two ways the United States helps Liberia.
5. Describe a Kpelle village.
6. List five crops of the Kpelle farms.
7. What is an "elder?"
8. What is "secret" about the Kpelle secret societies?

Things to Do

1. Look for more information on the Kpelle.
2. Cook some Kpelle food.
3. Reconstruct a Kpelle village in miniature.
4. Give a Kpelle party. Play some of their games.
5. Make a map of Liberia. Locate cities and rivers.
6. Make some paper dolls. Draw some clothes like those of the Liberians.
7. Make a large chart, showing this information about Liberia. Compare it with another country in Africa.

Country	Square Miles	Population	Capital	Chief Products

8. Liberia has an interesting history. Be an expert on Liberia for two weeks. Look up the history of this small country. Let's Visit West Africa by John Caldwell has some information.
9. Write to an agency of the Liberian government for information about Liberian products. (See West African list.)